

Lesson Title

How personal choices affect your budget.

Essential Question

How do I live within my means?

Start Date

Nov 15, 2010

Finish Date

Jan 14, 2011

Related Files

Description

The students will discover how their personal choices affect their budget. They will decide if upon their marital status and if they will have children and how many children they will have. The students will have to apply and interview for a "job". Each student will have a different salary and take home pay. They will then have to buy or rent a place to live and if they have a family their house/apt needs to reflect the needs of their family. They will also have to buy a car or decide if they are going to utilize public transportation. The students will then need to decide what kind of cable package, internet package, and phone package they would like. Once the students have made all of these decisions, they will receive a personal budget and they will have to deposit their paycheck and pay bills and keep an accurate check register. They will be assessed fees if they are "in the red" for their budget. If they are "in the red", they will have to borrow money for someone in the class or take out a personal

21st Century Standards

NETS Standards

Math Standards

Effective Communication

Critical Thinking, Problem S...

1. Number Sense

Materials Needed

Access to the internet
Apartment Buying Booklets
Real Estate Booklets
Car Ads
Calculators
Teacher made spreadsheet with simple programming to calculate individual budgets

Activity Plans

Day 1

Introduce students to the activity and have them start making basic decisions about marital status and children. Have students do a career exploration graphic organizer and pick 2 careers of interest. They will need to use Onet online to research pay, education, job availability, and skills needed for the job.

Day 2

Students will need to "apply for a job". They will use a graphic organizer to brainstorm skills and characteristics about themselves. The students will then create a resume to apply for the job. They will have to have no grammatical or spelling errors on the resume.

Day 3

Students will create a cover letter for the job, introducing themselves, their skills, and why they would be an asset to the job.

Day 4

Students will go over interviewing skills. Videos will be shown on how to interview for a job. The students will practice interviewing each other.

Day 5

The students will interview for their job. Each student will need to hand in the cover letter, application and resume for the job. The students will do this in front of the class and they will be videotaped.

Day 6

The class will review the tape and give constructive criticism on their interviews.

Day 7

The students will learn the formula for what percentage of their budget should go towards housing and transportation. The students will calculate how much they can afford for their house and for transportation.

Day 8

The students will begin to look for affordable and appropriate housing for their family. They will also choose a a method of transportation. The students will use actual values for both the house and the car by researching the internet or using housing booklets.

Day 9

The students will choose their television options, internet options and phone options. They will hand in all of their choices to the teacher and the teacher will input the data into a spreadsheet. Each student will then receive a personal budget that reflects their indivual choices. The class will talk about some of the bills each of them has to pay and they will be given a list of company names so they can pay the bills.

Day 10

The students will start month 1 of their budget. They will have to deposit their check (and their spouse's check if they have one) into the bank. They will then have to write out bills and calculate a check register. They need to stay within their budget or they will be assessed a fee for every bill that bounces.

Days 11 - 14

The students will continue to pay bills for the "next 3 months". If they cannot stay within their budget, they will have to make decisions about getting a second job, or different housing, or different transportation. Sometimes these decisions are very difficult for the students and they really need teacher guidance to help them meet their budget needs.

Days 15 - 20

The students will need to create a multi-media project to present their adventure into the adult world of budgeting. They will need to include basic information such as marital status, children, job and salary information. They will need to show what choices they made and if they had to make any changes to their budget. The students will be given a choice if they want to use Glogster, Prezi, Toondo, or Animoto to present their project.

Assessment

The students will be assessed on their use of the multi-media software and will be assessed if they have included all of the basic information for the presentation. The students will also be assessed on if they have stayed within their budget by the end of the last month. The teacher will use a presentation rubric for the multi-media project and a basic checklist to ensure they have included all of the basic information. The teacher will also assess if students have stayed within their budget by reviewing their check register.